

MAILING INSTRUCTIONS: The ORIGINAL and ONE (1) copy of this application must be RECEIVED at the STATE address indicated by 5:00 p.m., May 24, 2006.

MICHIGAN DEPARTMENT OF EDUCATION

April 7, 2006

GRANT ANNOUNCEMENT

Continuation Application for 2006-2007 State-Funded Michigan School Readiness Program Competitive Grants

This application includes:

Grant Announcement

Part I General Information

Part II Additional Information

Part III Application Instructions

Application Checklist

Michigan School Readiness Competitive Programs Eligible for Continuation Funding

Application Form (IM-02-23-C/C)

NATURE OF ACTION REQUESTED: Voluntary

The Michigan Department of Education is pleased to announce the availability of funds for the Michigan School Readiness Program Competitive Grants for children “at risk” of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2006. The State Aid School Act, Public Act 155 of 2005, provided \$12,250,000 for Michigan School Readiness Program grants to be awarded to public and private, nonprofit and other community agencies through a competitive grant award process. Legislation introduced for 2006-2007 recommends level funding. Criteria were approved by the State Board of Education at its meeting on February 8, 2005.

The Continuation Application for 2006-2007 Michigan School Readiness Program Competitive Grants (IM-02-23-C/C), containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/msrpcompetitive>. Applications must be received at the Michigan Department of Education by May 24, 2006. An **ORIGINAL and ONE (1) copy** of the completed application must be submitted at that time.

Questions regarding the Continuation Application for 2006-2007 Michigan School Readiness Program Competitive Grants may be directed to the Office of Early Childhood Education and Family Services, at (517) 373-8483.

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Michigan Department of Education
OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES
CONTINUATION APPLICATION FOR 2006-2007 STATE-FUNDED MICHIGAN
SCHOOL READINESS PROGRAM COMPETITIVE GRANTS

Part I: General Information

INTRODUCTION

The Michigan Department of Education is pleased to announce the availability of funds for the Michigan School Readiness Program Competitive Grants for children “at risk” of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2006. The State School Aid Act, Public Act 155 of 2005, provided \$12,250,000 for Michigan School Readiness Program grants to be awarded to public and private, nonprofit and other community agencies through a competitive grant award process. Legislation introduced for 2006-2007 recommends level funding. Of the anticipated \$12,250,000, \$3,577,200 will be used to fund eligible continuation grants that began operation during 2004-2005 and 2005-2006. The remaining \$8,672,800 of the allocation will be used to fund applications for (new) initial and expansion grants at \$3,300 per child. Criteria were approved by the State Board of Education at its meeting on February 8, 2005.

GRANT PURPOSE

The purpose of this grant is to enable recipients to continue high-quality preschool programs designed to improve the readiness and subsequent achievement of children “at risk” of becoming educationally disadvantaged. Programs funded through this state grant program must be designed to meet the comprehensive needs of four-year-old children and must provide opportunities for the active involvement of parents in program planning and implementation.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and Strategic Initiatives. The Competitive Michigan School Readiness Program will address the strategic goal by giving priority to applications that propose to service children who live in the attendance areas of underperforming schools. In addition, the grants address the initiatives regarding the integration of schools and communities and ensuring early childhood literacy. Other initiatives may be addressed through specific grant proposals.

TARGET POPULATION TO BE SERVED BY GRANT

Children eligible for the grant-funded program are those who are at least four years of age by December 1, 2006 and exhibit at least two of the individual or familial factors which place children “at risk” or in need of special assistance as established by the State Board of Education Report, “Children at Risk,” approved on April 5, 1988. Legislation requires that more than 50 percent of the children served live with families whose income qualifies as low-income.

ELIGIBLE APPLICANTS

The proposed grant appropriation of \$12,250,000 will be used for early childhood programs operated by any public or private non-profit legal entity or agency other than a local or intermediate school district except a local or intermediate school district acting as a fiscal agent for a child caring organization regulated under Act Number 116 of the Public Acts of 1973, as amended, being Section 722.111 to 722.128 of the Michigan Compiled Laws.

A separate appropriation for early childhood programs operated by local and intermediate school districts and public school academies is included in the proposal for State School Aid for 2006-2007. Because of this, the Legislature intended that the only local and intermediate school districts that may apply for competitive grant funds are those acting as fiscal agents for Head Start programs.

Documentation of the agency/organization’s status as a public or private non-profit legal entity including any affecting legislation, legal contracts or agreements of designation, certification of incorporation as non-profit organization, and IRS 501C-3 tax status was provided as part of the initial application for review and approval by the Michigan Department of Education, as assisted by assigned staff in the Office of the Attorney General.

Entities eligible to submit requests for continuation funding using this application format are listed on page 29 of these instructions.

GRANT RANGE AND FUNDING LIMIT

From the \$12,250,000 in the proposed appropriation, \$9,725,100 has been reserved for continuation of grants to agencies or organizations receiving initial funding in 2004-2005 and 2005-2006. See Addendum D appearing at the end of this grant package for a list of eligible programs. These previously funded applicants are instructed to complete this application to serve the same number or fewer children, depending on need. Grantees desiring to serve more children must additionally complete the application for an expansion grant (IM-02-23-C).

The Superintendent of Public Instruction will make continuation funding awards based on Department staff recommendation after staff have reviewed the application and considered the applicant's performance.

Programs that have been underenrolled may not receive full funding. See Addendum D.

LENGTH OF AWARD

Grants to fund Michigan School Readiness Programs will be available for projects to operate from October 1, 2006 through September 30, 2007. Competitive grant school readiness program funds for 2006-2007 shall be expended beginning October 1, 2006 through September 30, 2007. Grantees in a first or second year of a three-year cycle in 2005-2006 are eligible for 2006-2007 funding and will receive priority for funding if requirements are met, and funding is available.

REJECTION OF PROPOSALS

The Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

Any institution or any of its principals that have been disqualified from participation in any other publicly funded program for violating the program's requirements cannot apply. Applications that are falsified will be disqualified.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED. The ORIGINAL application bearing ORIGINAL signatures (in blue ink) and one (1) copy (FOR A TOTAL OF TWO) of the completed application **must be documented by delivery agent for delivery on or before Wednesday, May 24, 2006.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before 5:00 p.m., Wednesday, May 24, 2006.** The original grant and copy should be enclosed in a sealed envelope within the mailing package. The checklist on page 16 must be completed and attached to the top of the original application for appropriate check-in by the unit secretary. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the May 24, 2006** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of the application and participation in the competitive process at MDE. **The applicant is responsible for contacting Tina Ray at (517) 373-8483 or rayt@michigan.gov by May 24, 2006 if the applicant does not receive a faxed copy of the signed check-in form.**

- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required for consideration of grant continuation.

Applications may be sent regular mail, overnight mail, or express courier, to:

Regular Mail

Michigan Department of Education
Office of Early Childhood Education
and Family Services
P.O. Box 30008
Lansing, Michigan 48909

Overnight/Express Mail

Michigan Department of Education
Office of Early Childhood Education
and Family Services
Hannah Bldg. – 4th Floor, Pillar H-17
608 West Allegan Street
Lansing, Michigan 48933
Telephone: (517) 373-8483

No facsimile transcriptions will be accepted. Late applications, applications submitted by facsimile or applications submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant without review.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the requested narrative portions of the proposal 1.5 line spacing, a font no smaller than Times 12 point, and left and right margins no smaller than .5 inches. All application pages must be securely stapled. Special bindings and binders should not be used.

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any project materials developed with funding from this program, must contain the following statement: **“These materials were developed with state funds allocated by the Michigan Department of Education.”**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination; with all requirements and regulations of the Michigan Department of Education; and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Office of Early Childhood Education and Family Services at the Michigan Department of Education at (517) 373-8483.

PREPROPOSAL CONFERENCES

Application technical assistance workshops will be held from **9:30 a.m. to 12:30 p.m.** as follows:

Monday, April 24, 2006

Michigan Library and Historical Center
Forum
702 W. Kalamazoo Street
Lansing, Michigan 48933
(517) 241-2236

Friday, April 28, 2006

Quality Inn of Gaylord
137 West Street
Gaylord, Michigan 49735
(989) 732-7541
(800) 732-7540

The purpose of these meetings is to discuss the Michigan School Readiness Program Competitive Grants and to allow applicants to ask questions related to the application and implementation process. The Office of Early Childhood Education and Family Services staff will be available to provide technical assistance as needed. There is no charge for this technical assistance. To register go to www.tcombridge.org/events/MDE, click on “2006-2007 MSRP Competitive Technical Assistance Workshop,” choose either Lansing or Gaylord, then click on “Register Here.” Additional information and maps are available on the website at www.michigan.gov/msrpcompetitive. Copies of the application will be available at the technical assistance session.

Part II. Additional Information

PROGRAM CHARACTERISTICS

Projects funded by the Michigan School Readiness Program must:

- comply with all state and local licensing laws governing day care services for children (Public Act 116 of the Public Acts of 1973, as amended);
- provide sessions of a minimum of two and one half hours of teacher/child interaction or contact time per day for at least four days per week for a minimum of 30 consecutive weeks spread throughout the full project period of the school year. Programs in their first year of operation must operate for a minimum of 20 weeks. Home-based models must provide a minimum of 20 home visits to each family during the first year of operation and 30 home visits for each continuing year;
- limit class size to a maximum of 18 children with three adults or 16 children with two adults;

- enroll children who are at least four years of age as of December 1 of the year in which the project is offered;
- identify and select children who have at least two of the 25 risk factors, which place children educationally at risk or in need of special assistance. More than 50 percent of the children enrolled must exhibit Factor #18, low income. Those children require only one additional risk factor;
- employ teachers possessing proper training, including:
 - a. a valid Michigan teaching certificate with an early childhood (ZA) endorsement or a child development associate credential (CDA);
 - b. a bachelor's degree in child care or child development;
- employ paraprofessionals possessing proper training in early childhood development including, but not limited to, a Child Development Associate credential (CDA) or associate's degree in child development or other similar program, as approved by the State Board (includes 120 clock hours of documented formal child care education offered by approved training organizations and approved by the Michigan Department of Education staff) or who have completed at least one course in an appropriate training program with the intent of completing requirements within two years;
- implement measurable goals and objectives established by the program in the grant application;
- provide a minimum of four required family contacts, preferably two home visits, and two parent/teacher conferences; and
- establish and involve a school readiness advisory committee as outlined in authorizing legislation.

FUNDING PROCESS

The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system which allows grant recipients of federal and state grants to report expenditures and request cash via the Internet.

FINANCIAL REPORTING

A final report of expenditures (DS-4044) will be required for all projects funded under the grant program. This report, completed on-line, will be due within 60 days of September 30, 2007. A corresponding detail of the expenditures should be forwarded to the Office of Early Childhood Education and Family Services. In addition, each project is to have an audit conducted prior to completing this final report.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

A *Mid Year Report*, including the *Program Quality Assessment (PQA)*, and a final *Narrative Summary Report* on the attainment of the program's objectives and results will be required of all successful applicants. A format for the development of the *Mid Year Report* and the *Narrative Summary Report* will be issued by the Michigan Department of Education.

The *Narrative Summary Report* must be provided to the Michigan Department of Education within 45 days of the program's ending date. The reports will be used by the Michigan Department of Education to assist in evaluating the effectiveness of programs funded under the state grant program.

The Office of Early Childhood Education and Family Services staff will conduct on-site monitoring of selected programs utilizing the *Program Quality Assessment* (PQA).

Part III: Application Information and Instructions and Review Criteria for the Continuation 2006-2007 Michigan School Readiness Program Competitive Grants

Please note there are new forms to be completed for staff, facility and advisory committee.

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed by staff of the Michigan Department of Education. Only those proposals meeting all the identified criteria and not exceeding the total amount of funds available will be recommended for funding to the Superintendent of Public Instruction. Timely submission of reports is taken into consideration at the time of review. All applicants will be notified **in writing** of the action taken by the Superintendent.

REVIEW OF APPLICATION

All applications will be reviewed on the basis of completeness of response to Sections Part C – Part H. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.**

PART A—COVER PAGE/APPLICATION

The agency/organization submitting the application must be fully identified, as well as the contact person for this program. All boxes are to be appropriately completed, including federal ID number, addresses and telephone numbers. An original signature must be submitted.

PART A (Page 1a)—ASSURANCES AND CERTIFICATIONS

This page needs an **original signature**. Rubber stamps and copies are unacceptable.

PART B—PROJECT ABSTRACT

The Project Abstract (Part B – page 2 of application) must briefly identify the schools where the proposed population will eventually enroll and the success of these schools, the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Plan), and highlight key people who will be

involved with the project (Qualifications of Key Personnel). This page should explain enough of the project to be duplicated and distributed to others who may ask for information about the Michigan School Readiness Program. These explanations must be confined to the page included in the application. An opportunity to fully describe these items is provided in later sections of the application.

PART C—PROJECT FACT SHEET

The Project Fact Sheet (Part C – page 3 of the application) includes a short answer format that allows the Michigan Department of Education to develop reports that include information on all School Readiness Programs. Applicants must use the enclosed form to complete the information requested. The figure shown in the “Total Amount Requested” line will be used as the “official” request amount. Those implementing center-based programs should indicate the number of sessions (a.m./p.m.) as well as whether the teacher is the same for each session. Be sure to complete the schedule of operations section.

Please note: The number of children requested is limited to the number of children served as indicated in the count day report (January 11, 2006 memo). Page 29 of these instructions verify the count day numbers. If this number is less than the original allocation (initial or continuation and expansion), an additional four slots or 10 percent of the original award may be requested, whichever is more, not to exceed original funding amount.

Those programs operating in 2005-2006 in a second year of continuation funding with an additional expansion grant should combine all slots for this third year in the funding cycle.

PART D—ACKNOWLEDGEMENT OF EFFORT TO COLLABORATE AND CERTIFICATION OF NEED

Legislation requires evidence of collaboration with the community of providers in early childhood development programs including documentation of the total number of children in the community who would meet the criteria for eligibility and who are being served by other providers, and the number of children who will remain unserved by other community early childhood programs if this program is funded. Therefore, community coordination of services to children through public awareness and collaboration should be documented with the Acknowledgement of Effort to Collaborate and Certification of Need (Parts D1 & D2 – page 4 of application) form. Acknowledgement forms must be included from the following agencies:

- Head Start
- Local school districts/public school academies offering MSRP or Title I Preschool programs
- Other nonprofit agencies offering free compensatory education for four-year-old children (including competitive MSRP)

PART E—NARRATIVE PROGRAM DESCRIPTION

Review the narrative program description submitted with the 2005-2006 grant application. **Briefly describe any changes to the narrative that will be incorporated into the Michigan School Readiness Program in 2006-2007.** Include any changes in the population to be served, student recruitment and selection, proposed project plan, parent involvement and family services, supplementary child care, and evaluation of the project. Part E, Chart 1 – Advisory Committee (page 5 of the application) and Part E, Charts 2, 3, 4 – Program Quality, Parent Involvement and Child Development Goals (pages 6, 7, 8 of the application) must also be completed. Please note there is a new form for the goals.

Briefly describe the program including:

1. Continued Need of Service
 - a. Indicate the number of slots allocated in 2005-2006, the number of children served, and the number of children on the waiting list at the time of this report.
 - b. Describe recruitment and enrollment efforts made to serve the number of MSRP children for which the program was funded in 2005-2006.
 - c. Outline any barriers faced in recruiting and enrolling children in 2005-2006.
 - d. Address the identified barriers by delineating the changes that will be made to become fully enrolled.
 - e. Describe any changes made in the catchment area.
2. Service to the Children in Priority School Attendance Areas
 - a. Identify the attendance or catchment areas served by this grant, noting the number of children served residing in each area. Information regarding status of the districts may be found at www.michigan.gov/ayp.
 - b. Update the information regarding priority schools in this MSRP catchment area.
3. Parent Involvement Efforts
 - a. Describe the efforts made to involve parents in the planning and implementation of the Michigan School Readiness Program.
 - b. Identify barriers, if any, to successful involvement of parents.
 - c. Outline changes/plans for successful involvement.
4. Advisory Committees (see Addendum A)
 - a. Describe the make-up of the Advisory Committee(s). If programs are part of the community collaborative bodies, is there a group that addresses MSRP issues?
 - b. Describe the role played by parents on Advisory Committees.
 - c. Describe Advisory Committee's activities related to MSRP.
5. Curriculum Framework for 2006-2007
 - a. Describe the framework used in the MSRP.
 - b. Discuss changes made or plans to change the curriculum framework since the original application.

6. Continuous Improvement
 - a. Describe all efforts made to improve the quality of the program (meeting the standards of quality; improving PQA scores; hiring qualified staff and providing for professional development opportunities).
 - b. Identify and discuss the child assessment mechanism(s) used by the program and how results of the individual and compiled assessment are used to address children's needs, shape curriculum and improve program quality.
7. Goals pages—Worksheet and examples-see Addendum B pages 18-26; Program Quality (Part E Chart 2); Parent Involvement (Part E Chart 3); and Child Development Goals (Part E Chart 4). Use the worksheet to complete the goals pages in the forms document. Items 2, 6, 7, and 8 will be used for the objective, activities, timeline and evaluation.

PART F—FACILITY DESCRIPTION

The agency/organization must identify each licensed classroom site for the center-based model, which will be used to implement the Michigan School Readiness Program. **Only center-based programs must include Part F, Chart 1 – Facility Description** (page 9 of the application). Attach copy(ies) of site license(s).

Home-based models must describe the location(s) of the group cluster activities on Part F, Chart 2 – Cluster Sites for Home-Based Projects (page 10 of application). Projects implementing the home-based model must describe the location(s) of the group cluster activities, but because the parents will be on-site, it is possible the location(s) will not be licensed.

PART G—KEY PERSONNEL

1. Qualifications of Key Personnel

Part G, Chart 1A – Key Classroom Personnel (page 11 of the application) shows the qualifications of the key personnel for the center-based program. **Applicants must attach verification of the credentials of the following staff. If a transcript shows a person's maiden name, please indicate her maiden name on the chart.**

Center-Based Model:

- An Early Childhood Specialist, with a graduate degree in Early Childhood Education or Child Development, must be identified.
- Teachers must have:
 - a valid Michigan teaching certificate with an Early Childhood Specialist Endorsement (coded ZA) or Child Development Associate credential (CDA) **OR**
 - a bachelor's degree in child care or child development
- Associate teachers (added to classrooms of more than eight and less than 17 children) must possess proper training in early childhood development, including, but not limited to, a Child Development Associate credential (CDA) **OR** associate's degree in child development or similar program as approved by the Michigan State Board of Education. This can include 120 clock hours of documented formal child care education offered by

approved training organizations and approved by Department staff with no fewer than ten hours in each of the following areas (from CDA requirements):

- Planning a safe, healthy environment to invite learning
 - Steps to advance children's physical and intellectual development
 - Positive ways to support children's social and emotional development
 - Strategies to establish productive relationships with families
 - Strategies to manage an effective program operation
 - Maintaining a commitment to professionalism
 - Observing and recording children's behavior
 - Principles of child growth and development
- Associate teachers who do not meet these qualifications have two years to obtain proper credentials if they have completed at least one course in an appropriate training program.

Home-Based Model only: Applicants must attach verification of the credentials of the following staff:

- An early childhood or adult education specialist must be identified to administer or consult with the program. This specialist must have a graduate degree with background in early childhood education, child development, family life education, adult education or a related field **and** cross training in the field that is not their primary field of study.
- Home visitors must minimally have:
 - an associate's degree or bachelor's degree in child or human development, early childhood education, family life education, parenting, social work or related field **OR**
 - a Child Development Associate credential (CDA).

Part G, Chart 1B must be completed (page 12 of the application).

2. Professional Development

Applicants should address how training and technical assistance will be provided for the staff. Describe staff development activities including a plan to increase skills and awareness of child development, working with children with special needs, and other relevant topics. Staff development activities can be provided by qualified agency staff as well as outside facilitators.

The proposal should include:

- a detailed description of how all staff participate in professional development activities,
- staff participation in five or more professional development activities per year,
- a detailed description of ongoing training in topics specific to early childhood development and early childhood practices, and
- a detailed description of staff evaluation and follow-up for continuous development.

Complete Part G, Chart 2 – Professional Development Plan (page 13 of the application).

PART H—BUDGET

This section provides information to demonstrate that the project has an appropriate budget and is cost effective.

Budget Guidelines:

Michigan School Readiness Program competitive grant funds MAY be used to pay for the following expenditures:

- a. Instructional materials and supplies
- b. Nutritional supplies
- c. Teacher, Associate Teacher, aide salaries and fringes
- d. Parent involvement activities
- e. Transportation for students
- f. Health support services
- g. Student support services
- h. Staff development and teacher/parent training (maximum of 10 percent of the total grant award)
- i. Travel necessary to enable project staff to implement the early childhood program
- j. Office supplies and materials
- k. Communication
- l. Printing and binding
- m. Rent paid to a source other than the grantee for facility or space (as approved by the Michigan Department of Education)
- n. Construction or renovation expenses related to licensing, as documented by the pre-licensing report and approved by the Michigan Department of Education
- o. Equipment

Competitive grant school readiness early childhood program funds MAY NOT be used to pay for:

- a. Stipends
- b. Existing administrative, educational, or support personnel funded through other sources
- c. Indirect costs

1. Budget Summary (Part H, page 14 of application)

The budget summary must be completed and signed by the fiscal and administrative personnel of the agency/organization.

Applicants are advised to consult Appendix A of the Public School Accounting Manual to determine appropriate function and object codes for the anticipated expenses for the MSRP project being proposed. The Michigan Public School Accounting Manual is available online at www.michigan.gov/mde, click on “Keywords,” then click on “Michigan Public School Accounting Manual.” General guidance is provided below:

*Function
Codes*

- 110 Instruction—Basic Programs: These functions (including 118 for Preschool) refer to classroom and home visit teaching staff who may be assigned to or hired for this project, supplies and materials, equipment (items costing less than \$5,000 per unit), classroom telephone, staff travel and mileage for home visits, and other costs related to activities.
- 120 Instruction—Added Needs: Sub-functions of 120 refer to instructional activities for preschoolers as defined in special education or compensatory education.
- 210 Pupil Support Services: This refers to other staff (nurses – 213, social workers – 216, etc.) assigned or hired to support and improve the well-being of students, and the expenses associated with project implementation; i.e., materials for meetings, supplies, etc.
- 220 Instructional Staff: This refers to costs for inservice training programs, conference fees, consultant costs and other staff development activities. Costs for supervisory staff assigned to manage and improve instructional services for the project are itemized in 226 Activities for program coordination and compliance monitoring are also included. Professional development activities are encouraged to ensure quality (line 221). A maximum of 10 percent of the allocation may be used for staff development activities.
- 230-260 Administration: Administration is limited to 10 percent of the state’s portion of
and 280 the grant. In subcontracted programs, the fiscal agent may retain up to 5 percent, but the total administrative cost remains capped at 10 percent. Administrative costs include other administrative, space, research, evaluation and support costs.
- 230 General Administration: In agencies, functions in line 230 can be used for the agency’s overhead costs; e.g., a percentage of the executive director’s salary and benefits.
- 240 Functions in line 240 are generally used to reflect administrative costs at the local building or program level; e.g., a portion of the site director’s salary and office when the Early Childhood Specialist or Program Supervisor is in another central location. Costs for participant recruitment and maintenance of program records are included in line 241; e.g., clerical costs NOT related to the supervision of teachers, which is in line 226.
- 250 Business Services: If the grant pays a portion of the business office expenses, they can be included in the functions of line 250—costs for budget, payroll, purchasing, accounting, etc. Costs for the required audit can be listed in line 252.

- 260 Operation and Maintenance: Functions detailed in 260 are included in the 10 percent administrative cap UNLESS the costs are for lease of space that is not part of the agency. Maintenance and janitorial service agreements are excluded from the 10 percent ONLY IF they are a part of a lease. Janitors and maintenance costs, utilities and administrative phones are included in the 260 functions. Security costs are also included.
- 270 Pupil Transportation Services: This refers to the cost of buying or leasing approved vehicles to transport preschoolers to/from the program; repair, operation, and maintenance are also itemized in this section. Other direct costs such as physical exams for drivers, driver's uniforms, and driver's license are allowable.
- 280 Central Support Services: Include other central support services that are not included in the other administrative lines. Agencies may charge a portion of their overall planning and evaluation (281) to this line item. The 280 functions are part of the 10 percent cap.
- 290 Other Support Services: This refers to the cost of staff and activities which support the program and cannot be classified in preceding sections. Line 256 refers to food services—but this does NOT apply to preschool snacks or lunches (they are a part of the instructional program).
- 300 Community Services: This refers to the cost of supplies, materials and services necessary to implement non-education components of the programs; i.e., materials for parent meetings or workshops, child care arrangement costs during parent activities, transportation costs to parent meetings, interagency committee meetings.
- 400 Outgoing Transfers and Other Transactions: This refers to outgoing payments and/or subcontracting fiscal relationship to school districts, agencies or organizations.
- 999 Indirect Costs: These are not allowed for School Readiness Grants.

Other: As needed, provide rationale.

Capital Outlay: This refers to costs in excess of \$5,000 for developmentally appropriate classroom equipment (per unit), and renovation cost, if needed, to meet Public Act 116 licensing approval.

Total Expenditures: This is the total to operate the program.

Line A = Total Cost to operate the program, including direct costs and local in-kind and cash contributions.

Line B = The Michigan Department of Education share of expenditures, which is the required grant amount needed to operate the program. This must equal \$3,300 times the requested number of children.

Line C = The local share of expenditures is the local in-kind or cash contribution used to help operate the program.

2. Budget Detail (see Addendum C)

This section will provide as much detail as possible regarding the line totals presented in the budget summary. Michigan Department of Education grant allocation amounts and the local share of expenditures (both cash and in-kind), for each line item should be listed the two separate details.

The proposal should include:

- clear, detailed expenditures directly related to the activities proposed in the plan,
- detailed costs reasonable for the quality of the project activities proposed,
- detail of in-kind expenditures, if included, separate details,
- appropriate function codes, as indicated on the budget summary, not exceeding the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280), and
- staff development not exceeding 10 percent (line 221).

APPLICATION CHECKLIST FOR CONTINUATION GRANT APPLICANTS

Applicant Name _____ Fax (_____) _____

Attn: _____

- ☐ Is your agency eligible to apply for continuation funding? (See list on page 29)
- ☐ Did you apply for the correct number of children? (See list on page 29)
- ☐ Did you use 1.5 line spacing?
- ☐ Is the application in a font no smaller than Times 12 point?
- ☐ Are the Application Cover and Assurances and Certifications pages signed by the authorized signatory?
- ☐ Is the Budget Summary signed by the authorized signatory?
- ☐ Are the forms/attachments completed and stapled to original and the copy in the following order?
 - ☐ Part A. Application Cover Sheet
 - ☐ Part A. (Page 1a) Assurances and Certifications
 - ☐ Letter(s) of Commitment and Agreement from Subcontract(s) (if applicable)
 - ☐ Part B. Project Abstract
 - ☐ Part C. Project Fact Sheet
 - ☐ Part D1 & D2. Acknowledgement of Effort to Collaborate (D1) and Certification of Need (D2) (forms and letters of support)
 - ☐ Part E. Narrative Program Description
 - ☐ Short narrative describing program changes and all requested elements indicated on page 9 and 10 of instructions
 - ☐ Chart 1 (Advisory Committee)
 - ☐ Chart 2 (Program Quality)
 - ☐ Chart 3 (Parent Involvement)
 - ☐ Chart 4 (Child Development)
 - ☐ Part F. Facility Description
 - ☐ Chart 1 (Facility Description for Center-Based Programs) (if applicable)
 - ☐ Chart 2 (Cluster Sites for Home-Based Projects) (if applicable)
 - ☐ Part G. Key Classroom Personnel
 - ☐ Chart 1A (Key Classroom Personnel) with verification of credentials attached (for center-based programs)
 - ☐ Chart 1B (Home-Based Staff) (for Home-Based Models only) with verifications of credentials attached
 - ☐ Chart 2 (Professional Development Plan)
 - ☐ Professional development narrative
 - ☐ Part H. Budget
 - ☐ Budget Summary
 - ☐ Budget Detail
 - ☐ Attachments (if applicable)

Applications not meeting the above standards WILL BE DENIED.

ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGES 3 AND 4. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.

Package received by MDE:

Staff initials _____

Date _____

Advisory Committee

Legislation requires the establishment of a school readiness advisory committee that is involved in the planning and evaluation of the program and provides for the involvement of parents and appropriate community, volunteer, and social services agencies and organizations. There must be on the committee at least one parent or guardian of a program participant for every 18 children enrolled in the program, with a minimum of two parent or guardian representatives. Membership includes representatives from:

- ❖ Head Start
- ❖ Local school districts/public school academies
- ❖ Department of Human Services (formerly FIA)
- ❖ Department of Community Health (children's physical and mental health)
- ❖ Local 4C Association (Community Coordinated Child Care) or local child care provider organization or individual local child care providers
- ❖ MSRP parent representatives

The committee responsibilities as outlined in the legislation include the following:

- ❖ Review the mechanisms and criteria used to determine referrals for participation in the school readiness programs.
- ❖ Review the health screening program for all participants.
- ❖ Review the nutritional services provided to all participants.
- ❖ Review the mechanisms in place for the referral of families to community social service agencies, as appropriate.
- ❖ Review the collaboration with and the involvement of appropriate community, volunteer, and social service organizations in addressing all aspects of education disadvantage.
- ❖ Review, evaluate and make recommendations for changes in the school readiness program.

Programs that are members of the Community Collaborative (formerly called Multipurpose Collaborative Body) should also have a program Advisory Committee where parents are members and can provide input.

Michigan School Readiness Program Project Plan – Program Quality and Parent Involvement

The Program Quality Assessment (PQA) data from our statewide data set tells us that Michigan School Readiness Programs (MSRP), on average, are of high quality in the services provided to children and families. We also recognize that early childhood programs across the country are being asked to “prove” that what they are doing “makes a difference.” Therefore, using data to accurately report on what you do is vitally important.

Program evaluation is a way to determine whether or not programs have met the goals they set at the beginning of the year. The goals programs typically evaluate are the ones they write in the “Project Plan” section of their Implementation Plans. Program goals are important as they reflect a theory about how programs accomplish the primary mission of promoting preschool children’s readiness for school and life success. There are three components to this theory that should be reflected in MSRP evaluations: program quality improvement goals, parent involvement goals, and child development goals.

In order to show that a program is effective, program evaluations require a look at the goals in the three areas at the end of the year to determine: What are you currently doing well? What will you need to start doing? Identify barriers and additional information needed. Who else will you need to involve? What steps will you take to carry out your plan? What is your timeline? How will you evaluate the effectiveness?

Use the PQA tool to determine an item that you would like to improve for the program and parent involvement. Review the example and the sample worksheets to support your teamwork as you develop goals and objectives for your program.

PQA Project Plan

Date: _____

Contact Person: _____

Program Goal / PQA Item: II-K

The program has a time each day for snacks or meals that encourage social interaction.

Current Score: 2**Desired Outcome/PQA Score: 5**

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
<i>Children have choices (where to sit, what to eat).</i> <i>Children serve themselves things from the basket.</i> <i>Adults sometimes interact.</i>	<i>Adults need to sit down and eat with children.</i> <i>Children need to be able to serve themselves more.</i> <i>Adults need to interact more with children.</i>	<i>Adults need to understand the importance of eating family style and interacting with children.</i> <i>We only have large serving utensils and bowls.</i>	<i>No</i>
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?
<i>Cooks</i> <i>Teachers and assistants</i> <i>Accountant</i>	<i>Talk to accountant to get funds to purchase child-friendly serving pieces.</i> <i>Meet with teachers to discuss new policy for eating with children.</i> <i>Do a training on interacting with children.</i>	<i>Immediately</i> <i>Next staff meeting in one week,</i> <i>Next inservice day – last Friday of the month.</i>	<i>Two weeks after the inservice training, ask teachers to rescore themselves on item II-K,</i> <i>Collect and review scores.</i> <i>Go into the classrooms one week later to confirm these scores.</i>

Date: _____

Contact Person: _____

PQA Project Plan

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?

Date: _____

Contact Person: _____

PQA Project Plan**Parent Involvement / PQA Item:** _____

Current Score: _____ **Desired Outcome/PQA Score:** _____

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?

Michigan School Readiness Program Project Plan—Child Development

The Program Quality Assessment (PQA) data from our statewide data set tells us that Michigan School Readiness Programs (MSRP), on average, are of high quality in the services provided to children and families. We also recognize that early childhood programs across the country are being asked to demonstrate that what they are doing “makes a difference.” Therefore, using child assessment data to plan instruction is vitally important.

The process of observing, recording and otherwise documenting work that children do and how they do it is critical as a basis for a variety of educational decisions that affect each child. The goals that programs typically evaluate are the ones they write in the “Project Plan”. Program goals are important as they reflect a theory about how programs accomplish the primary mission of promoting preschool children’s readiness for school and life success. There are three components to this theory that should be reflected in MSRP evaluations: program quality improvement goals, parent involvement goals, and child development goals.

In order to show that a program is effective, program evaluations require a look at the goals in the three areas at the end of the year to determine: What are you currently doing well? What will you need to start doing? Identify barriers and additional information needed. Who else will you need to involve? What steps will you take to carry out your plan? What is your timeline? How will you evaluate the effectiveness?

Each grantee is required to use a reliable and valid child assessment tool. Analysis of child outcome data should inform teaching teams of the domains that adults would like to strengthen. Review the attached example and complete the worksheet to support your teamwork as you develop goals and objectives for your program. The example for the Child Development Goal uses the Child Observation Record (COR) published by High/Scope. The COR is one example of a valid tool that can be used. Consult the MSRP Implementation Manual for additional suggestions.

Project Plan

Date: _____

Contact Person: _____

Child Development Goal / Child Assessment Tool

Early Learning Expectations: Physical Development and Health (Section 2) children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings. (Section 3) Children will experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. Child Observation Record: Movement and Music; Moving with Objects.

Children in Program Average Score: 1 Desired Outcome/Score: 3

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
<p><i>The daily schedule allows time each day for both quiet and active periods.</i></p> <p><i>Children go outside to play each day unless there is inclement weather.</i></p>	<p><i>Teachers will support children's emerging physical development by planning large and small group times to have an interactive focus, utilizing both children's ideas and materials for each child to manipulate.</i></p> <p><i>Teachers will utilize the playground as an outdoor learning environment, supporting children's motor coordination by taking cues from children as they partner with and extend children's play.</i></p> <p><i>Teachers will allow children the time they need throughout daily classroom routines to accomplish motor tasks on their own, e.g., taking</i></p>	<p><i>Adults (teachers and parents) need to understand the importance of supporting children's motor coordination throughout the day.</i></p> <p><i>Some classrooms do not have multiple sets of materials, or do not have sufficient consumables.</i></p>	<p><i>No</i></p>

	<p><i>off boots/coats as children enter the classroom, hanging up wet paintings, sweeping up sand at the sand table, wiping up spills at the water table, loading notes and child works into their own backpacks, serving themselves at family-style mealtimes, dressing for the outdoors.</i></p> <p><i>Teachers will place materials in the classroom that naturally offer opportunities to strengthen motor skills, e.g., dress-up clothes with zippers and buttons, items to string and weave, musical instruments, balls, bean bags.</i></p> <p><i>Teachers will observe and take anecdotal notes on children specific to Moving With Objects; throwing, kicking, dribbling, catching, striking, hitting, stringing, zipping, buttoning, etc.</i></p> <p><i>With parents, teachers will generate Movement and Music goals for each child.</i></p>		
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?
<i>Teachers and assistants</i>	<i>Teachers will attend</i>	<i>Next inservice day – last</i>	<i>Two weeks after the</i>

<p><i>Parents</i></p> <p><i>Ancillary Staff; Speech Therapist, Occupational Therapist, Physical Therapist, others as appropriate</i></p> <p><i>Accountant</i></p>	<p><i>training on supporting motor coordination in children. Parents and ancillary staff will be encouraged to attend.</i></p> <p><i>Staff and parents will exchange ideas and materials to support children's physical development at home.</i></p> <p><i>Each teacher will review inventory and generate a list of materials needed to support motor coordination.</i></p> <p><u>Teachers will intentionally reflect Movement and Music; Moving With Objects in daily lesson plans, individualizing for special needs as appropriate. Anecdotal notes will reflect behaviors in this category.</u></p>	<p><i>Friday of the month.</i></p> <p><i>Beginning immediately after the inservice training through informal daily contacts as well as scheduled home visits and conferences.</i></p> <p><i>Due within one week after the inservice training.</i></p> <p><i>Beginning immediately after the inservice training.</i></p>	<p><i>inservice training, ask teachers to review and score children's anecdotes related to Moving With Objects.</i></p> <p><i>Teachers and Early Childhood Specialist will review lesson plans and discuss daily planning related to the objectives outlined in this document.</i></p> <p><i>Teachers and Early Childhood Specialist will review both individual and class profile C.O.R. scores as they relate to Movement and Music; Moving With Objects.</i></p> <p><i>The Early Childhood Specialist will observe in each classroom to confirm the improved strategies and offer continued support to teaching teams.</i></p>
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Date: _____

Contact Person: _____

Project Plan

Child Development Goal / Child Assessment Tool:

Current Score: _____ **Desired Outcome/PQA Score:** _____

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?

Expenditure Detail			
Function Code	Description	MDE Funds	Total
Code# 118	Salaries: 3 Teachers	\$60,000	\$60,000
	3 Parapros	\$40,000	\$40,000
	Benefits for Teachers	\$3,000	\$3,000
	Benefits for Parapro		
	Purchased Services: Contracted Services for _____ etc.	\$20,000	\$20,000
	Supplies: (description)	\$5,000	\$5,000
	Subtotal: Code (Code 118)	\$128,000	\$128,000
Next Function Code Here			
	Subtotal: Code (Code #)		
Next Function Code Here			
	Grand Totals		

[illegible]

MICHIGAN SCHOOL READINESS COMPETITIVE PROGRAMS ELIGIBLE FOR CONTINUATION FUNDING

Agency	2006-2007 will be 2nd or 3rd year of cycle	# of Children Funded	# Children Served At Count Day/Follow Up	Maximum # of children allowed on continuation application*
Alger Marquette Community Action Board	2nd	20	16	20
Baldwin Avenue United Methodist Church	2nd	18	15	18
Community Action Agency of South Central Michigan	2nd	96	94	96
Children's Outreach, Inc.	3rd	28	23	27
Children's Resource Network	2nd	16	9	16
Clinton County Family Resource Center	2nd	72	72	72
Community Action Agency of South Central Michigan	2nd	96	94	96
Flint Institute of Music	2nd	32	18	22
Isabella Child Development Center	2nd	18	16	18
Lansing Community College	3rd	8	8	8
Leelanau Children's Center	2nd	16	16	16
Lowry Center for Early Childhood Education	2nd	8	8	8
Martin Luther King Jr. Education Center	2nd	90	81	90
Michigan Child Care Centers, Inc.	3rd	36	36	36
Mid Michigan Community Action Agency	3rd	144	125	139
Mott Community College	3rd	84	84	84
Newaygo County Day Care Corporation	2nd	41	15	19
Oakland Family Services	2nd	144	144	144
Regents of the University of Michigan, Flint	3rd	10	10	10
Regents of the University of Michigan, Dearborn	2nd	12	12	12
Starfish Family Services	2nd	43	25	29
Wayne State University, College Education, Early Childhood Center	2nd	60	47	53
West Midland Family Center	2nd	54	54	54
Women's Survival Center, Oakland County	3rd	18	10	14
YMCA of Greater Grand Rapids	2nd	16	10	14

***Continuation grantees not already requesting 144 children may compete for expansion funds using Form IM-02-23-C.**